



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10071908  
SAU: Auburn School Department  
School: Park Avenue Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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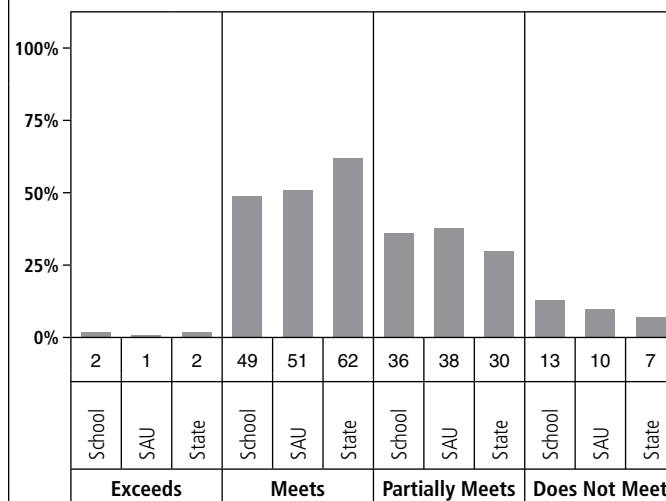
# SUMMARY OF SCORES

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

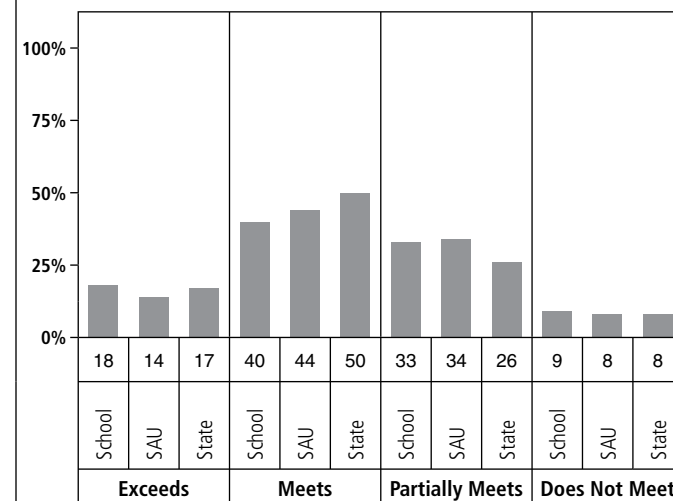
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006		345	345
2006–2007	345	345	345
<b>2007–2008</b>	<b>342</b>	<b>342</b>	<b>344</b>
Cum. Avg. *		344	345
<b>Mathematics</b>			
2005–2006		345	344
2006–2007	348	346	347
<b>2007–2008</b>	<b>346</b>	<b>345</b>	<b>347</b>
Cum. Avg. *		345	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	55	100	280	100	13803	100	55	100	280	100	13714	99	55	100	280	100	13710	99						
<b>Ethnicity</b> African American/Black	13	24	28	10	399	3	13	100	28	100	391	98	13	100	28	100	392	98						
American Indian or Native Alaskan	0	0	3	1	116	1	0	0	3	100	114	99	0	0	3	100	114	99						
Asian or Pacific Islander	3	5	6	2	210	2	3	100	6	100	205	98	3	100	6	100	206	98						
Hispanic	2	4	5	2	162	1	2	100	5	100	158	98	2	100	5	100	159	98						
Caucasian/White	37	67	238	85	12916	94	37	100	238	100	12846	100	37	100	238	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	14	25	58	21	2358	17	14	100	58	100	2333	99	14	100	58	100	2329	99						
<b>Current LEP</b>	14	25	14	5	371	3	14	100	14	100	357	96	14	100	14	100	361	98						
<b>Economically disadvantaged</b>	33	60	139	50	5584	40	33	100	139	100	5535	99	33	100	139	100	5530	99						
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	34	62	195	70	10650	77	34	62	195	70	10678	77						
Identified disability (PET/IEP)	3	9	11	6	475	4	3	9	11	6	479	4						
LEP	5	15	5	3	151	1	5	15	5	3	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	19	35	80	29	2936	21	21	38	82	29	2911	21						
Identified disability (PET/IEP)	11	58	44	55	1735	59	11	52	44	54	1729	59						
LEP	7	37	7	9	197	7	9	43	9	11	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	3	16	31	39	986	34	3	14	31	38	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	1	123	1	0	0	3	1	121	1						
Identified disability (PET/IEP)	0	0	3	100	123	100	0	0	3	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	2	4	2	1	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Auburn School Department  
School: Park Avenue Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006			8	4	352	3
	2006-2007	1	2	8	3	332	2
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>227</b>	<b>2</b>
	Cum. Total*			19	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006			141	64	8641	62
	2006-2007	28	64	153	59	8691	63
	<b>2007-2008</b>	<b>26</b>	<b>49</b>	<b>140</b>	<b>51</b>	<b>8403</b>	<b>62</b>
	Cum. Total*			434	58	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006			55	25	3671	27
	2006-2007	12	27	77	30	3781	27
	<b>2007-2008</b>	<b>19</b>	<b>36</b>	<b>105</b>	<b>38</b>	<b>4018</b>	<b>30</b>
	Cum. Total*			237	31	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006			17	8	1163	8
	2006-2007	3	7	20	8	1021	7
	<b>2007-2008</b>	<b>7</b>	<b>13</b>	<b>27</b>	<b>10</b>	<b>938</b>	<b>7</b>
	Cum. Total*			64	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	25.4	55.2	25.5	55.4	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	12.8	55.7	13.3	57.8	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	12.5	54.3	12.2	53.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	1	2	26	49	19	36	7	13	342	275	1	51	38	10	342	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	11	0	0	1	9	9	82	1	9	337	26	0	38	50	12	339	384	1	42	39	18	339
American Indian or Native Alaskan	0										3						113	2	50	42	5	343
Asian or Pacific Islander	3										6	0	33	67	0	342	203	1	60	31	8	344
Hispanic	2										5	0	60	40	0	341	158	1	52	36	11	342
Caucasian/White	37	1	3	21	57	9	24	6	16	343	235	1	53	36	9	343	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	5	36	4	29	5	36	337	55	0	22	51	27	336	2210	0	32	48	20	338
No	39	1	3	21	54	15	38	2	5	344	220	1	58	35	5	344	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	12	0	0	2	17	9	75	1	8	337	12	0	17	75	8	337	348	1	36	45	19	339
No	41	1	2	24	59	10	24	6	15	344	263	1	52	37	10	342	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	31	0	0	9	29	16	52	6	19	338	136	0	38	47	15	339	5450	1	49	39	11	341
No	22	1	5	17	77	3	14	1	5	348	139	2	64	29	4	345	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	53	1	2	26	49	19	36	7	13	342	275	1	51	38	10	342	13581	2	62	30	7	344
<b>Gender</b>																						
Female	24	1	4	11	46	8	33	4	17	342	130	2	54	38	7	343	6567	3	65	27	5	345
Male	29	0	0	15	52	11	38	3	10	343	145	1	48	39	12	342	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	5	45	5	45	1	9	339	50	0	24	60	16	338	2004	0	37	49	14	339
No	42	1	2	21	50	14	33	6	14	343	225	1	57	33	8	343	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	53	1	2	26	49	19	36	7	13	342	275	1	51	38	10	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	4 71 19 6	0 1 0 0	0 3 0 0	0 18 4 1	0 53 44 33	2 11 4 0	100 32 44 0	0 4 1 2	0 12 11 67	340 344 340 332	3 82 12 3	0 1 0 0	13 53 45 43	38 38 42 14	50 7 12 43	333 343 340 335	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	22 45 20 12	0 1 0 0	0 5 0 0	6 15 3 0	55 68 30 0	3 5 4 5	27 23 40 83	2 1 3 1	18 5 30 17	343 346 338 336	25 45 19 11	1 1 2 0	54 60 33 38	37 31 49 48	7 8 16 14	343 343 339 340	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	49 37 10 4	1 0 0 0	4 0 0 0	11 10 2 1	46 56 40 50	8 6 2 1	33 33 40 50	4 2 1 0	17 11 20 0	342 343 341 340	44 43 10 3	2 1 0 0	58 47 44 25	33 40 48 50	8 12 7 25	344 341 341 334	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	31 40 29	0 1 0	0 5 0	4 14 5	27 74 36	8 3 6	53 16 43	3 1 3	20 5 21	340 347 338	31 47 22	0 2 0	34 62 48	50 30 38	16 5 14	340 344 341	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
<b>How hard were the reading passages on this test?</b> A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	21 56 23	0 0 1	0 0 9	4 18 2	40 67 18	5 7 5	50 26 45	1 2 3	10 7 27	341 345 339	22 53 24	0 1 2	25 60 55	53 34 34	22 5 9	338 343 344	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 45 24 12	1 0 0 0	11 0 0 0	2 17 3 2	22 77 25 33	5 4 6 2	56 18 50 33	1 1 3 2	11 5 25 33	341 347 339 336	13 47 29 11	3 2 0 0	51 60 42 34	29 32 51 38	17 6 7 28	341 344 341 338	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	29 24 47	1 0 0	7 0 0	4 6 14	29 50 61	6 5 6	43 42 26	3 1 3	21 8 13	341 343 343	25 19 56	1 0 1	33 56 57	48 38 34	18 6 8	339 343 343	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
<b>Optional school/SAU question</b> A. B. C. D.	0 60 20 20	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	3 0 0 1	100 0 0 100	0 1 0 0	0 100 0 0	338 326 331 334	18 29 18 35	0 0 0 0	0 20 0 17	100 60 33 17	0 20 67 67	339 338 331 331						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Auburn School Department  
School: Park Avenue Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006			21	10	1295	9
	2006-2007	9	20	25	10	1985	14
	<b>2007-2008</b>	<b>10</b>	<b>18</b>	<b>38</b>	<b>14</b>	<b>2277</b>	<b>17</b>
	Cum. Total*			84	11	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006			113	51	6852	49
	2006-2007	20	43	139	53	6990	51
	<b>2007-2008</b>	<b>22</b>	<b>40</b>	<b>122</b>	<b>44</b>	<b>6764</b>	<b>50</b>
	Cum. Total*			374	49	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006			63	29	4081	29
	2006-2007	13	28	72	28	3673	27
	<b>2007-2008</b>	<b>18</b>	<b>33</b>	<b>94</b>	<b>34</b>	<b>3504</b>	<b>26</b>
	Cum. Total*			229	30	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006			24	11	1638	12
	2006-2007	4	9	24	9	1193	9
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>23</b>	<b>8</b>	<b>1044</b>	<b>8</b>
	Cum. Total*			71	9	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.8	58.7	9.0	60.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.7	69.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	9.3	66.4	8.7	62.1	9.0	64.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	10	18	22	40	18	33	5	9	346	277	14	44	34	8	345	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	13	0	0	6	46	6	46	1	8	339	28	4	39	39	18	339	390	10	30	32	28	337
American Indian or Native Alaskan	0										3						113	7	45	38	10	342
Asian or Pacific Islander	3										6	17	33	33	17	346	204	18	48	25	9	347
Hispanic	2										5	0	20	60	20	336	159	6	50	31	13	342
Caucasian/White	37	9	24	15	41	10	27	3	8	349	235	15	46	33	6	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	2	14	4	29	5	36	3	21	342	55	4	35	38	24	337	2208	6	35	37	21	338
No	41	8	20	18	44	13	32	2	5	348	222	16	46	33	5	347	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	14	0	0	6	43	7	50	1	7	340	14	0	43	50	7	340	357	8	29	37	26	336
No	41	10	24	16	39	11	27	4	10	348	263	14	44	33	8	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	33	3	9	12	36	14	42	4	12	340	138	8	43	36	13	342	5452	9	45	33	12	343
No	22	7	32	10	45	4	18	1	5	355	139	19	45	32	4	348	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	55	10	18	22	40	18	33	5	9	346	277	14	44	34	8	345	13584	17	50	26	8	347
<b>Gender</b>																						
Female	24	2	8	9	38	8	33	5	21	340	130	10	41	37	12	343	6565	15	49	27	8	347
Male	31	8	26	13	42	10	32	0	0	351	147	17	47	31	5	347	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	1	9	3	27	6	55	1	9	339	50	2	42	48	8	339	2004	5	39	41	15	339
No	44	9	20	19	43	12	27	4	9	348	227	16	44	31	8	347	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	55	10	18	22	40	18	33	5	9	346	277	14	44	34	8	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Auburn School Department  
 School: Park Avenue Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	100	0	0	0	0	345	3	0	38	38	25	335	6	9	40	33	18	340
B. less than one hour	68	9	26	12	35	10	29	3	9	349	81	15	44	34	6	346	79	18	52	24	6	348
C. one to two hours	20	0	0	4	40	5	50	1	10	338	13	9	47	29	15	342	12	16	48	27	8	347
D. more than two hours	8	0	0	1	25	2	50	1	25	333	3	0	38	38	25	335	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	6	27	10	45	6	27	0	0	353	38	17	50	28	6	348	37	22	50	22	6	350
B. They match some of what I have learned.	29	2	13	7	47	4	27	2	13	345	39	17	48	29	7	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	1	13	3	38	2	25	2	25	338	17	4	29	53	13	337	12	9	44	36	11	342
D. There is no match.	12	0	0	0	0	5	83	1	17	334	6	0	29	47	24	337	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	37	6	32	6	32	6	32	1	5	350	38	24	47	24	5	350	39	25	48	20	7	350
B. good	45	3	13	9	39	8	35	3	13	344	44	10	46	39	6	345	46	14	52	27	7	347
C. fair	12	0	0	4	67	2	33	0	0	344	12	3	47	41	9	341	12	8	49	35	9	343
D. poor	6	0	0	1	33	1	33	1	33	335	5	0	21	43	36	332	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	3	23	8	62	2	15	338	23	6	34	42	18	340	17	7	41	35	17	340
B. about the same as my regular schoolwork	45	6	26	11	48	4	17	2	9	349	57	15	45	34	5	346	59	18	53	24	5	349
C. easier than my regular schoolwork	29	3	20	6	40	5	33	1	7	348	20	19	53	23	6	349	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	55	4	14	9	32	11	39	4	14	344	40	13	42	32	12	344	32	13	47	30	10	345
B. two or three days a week	27	4	29	6	43	3	21	1	7	349	30	15	48	33	4	347	30	20	52	23	5	349
C. two or three times each month	8	0	0	3	75	1	25	0	0	349	14	11	49	38	3	347	19	20	53	21	6	350
D. never or almost never	10	1	20	2	40	2	40	0	0	348	17	11	41	36	11	343	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	24	1	8	4	33	5	42	2	17	342	14	5	26	47	21	337	7	5	34	40	20	338
B. two or three days a week	32	3	19	6	38	5	31	2	13	343	24	14	38	41	6	344	18	15	50	27	8	346
C. two or three times each month	24	3	25	5	42	4	33	0	0	352	27	18	49	29	4	349	28	21	53	21	4	350
D. never or almost never	20	2	20	4	40	3	30	1	10	348	35	14	53	26	8	347	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	12	0	0	3	50	3	50	0	0	343	16	5	38	38	19	339	16	8	42	36	13	342
B. 30–45 minutes	20	0	0	2	20	5	50	3	30	332	25	12	44	35	9	344	30	14	53	26	7	347
C. 45–60 minutes	8	0	0	2	50	2	50	0	0	347	30	13	44	37	6	345	32	22	51	22	5	350
D. more than 60 minutes	61	9	29	13	42	7	23	2	6	351	30	21	49	26	4	350	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	14	0	0	1	100	0	0	0	0	344	21	0	50	25	25	336						
B.	43	0	0	2	67	0	0	1	33	342	26	0	40	20	40	336						
C.	29	0	0	1	50	1	50	0	0	342	21	0	50	50	0	345						
D.	14	0	0	0	0	1	100	0	0	340	32	0	0	83	17	333						